

CTE Standards Unpacking
JROTC I

Course: JROTC I

Course Description: The first year of Junior Reserve Officer Training Corps introduces unique military concepts such as heritage and tradition; organization; leadership and followership; drill and ceremonies; military history; and core values; as well as the value of basic wellness and positive personal behavior.

Career Cluster: Government and Public Administration

Prerequisites: None

Program of Study Application: JROTC I is a first-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Note: This course outline is meant to be a compendium to the standard JROTC curricula.

INDICATOR #JROTC I 1: Students will identify and apply military customs and traditions.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Analyze the heritage, organization, tradition, and national security role of military services.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Know when and how to salute.		
Knowledge (Factual): -Different types of personal salutes -Rank structure of the applicable service(s) -Organizational structure of applicable service(s) -Military/service history	Understand (Conceptual): -Reason/situation for salute (tied in with civilian correlation(s)) -Force organizational structure (military and civilian (governmental and non-governmental) -Foundations of service history and the impact on the current status of that service and the country	Do (Application): -Demonstrate a proper salute (based upon location/personnel/ event) -Identify command structure corresponding to different size/level organization (civilian equivalence) -Demonstrate knowledge of historical service events
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Perform an appropriate salute • Identify the situations and circumstances dictating salute or recognition of individual or other (colors, etc.) • Relate the service historical events and impact on current status or both that service and the nation 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies: K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives</p> <p>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Demonstrate a proper personal salute and specify when and where to render such a salute based on the history of military service. (K-12.H.3, K-12.H.4)</p> <p>-Identify the correct service rank insignia and associate those ranks with differing levels of command responsibility / organizational structure based on the history of military service. (K-12.H.3, K-12.H.4)</p>

<p>INDICATOR #JROTC I 2: Students will analyze aspects of a healthy lifestyle (nutrition, fitness and drug-free), and will analyze rights and responsibilities of citizenship.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Analyze the benefits of positive personal behavior.</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Analyze the importance of citizenship in the United States.</p>		
<p>SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Evaluate healthy living through physical activity and good nutrition.</p>		
<p>SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Apply safe, drug-free decisions.</p>		
<p>SUB-INDICATOR 2.5 (Webb Level: 2 Skill/Concept): Engage in organizational service learning projects.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Basics and benefits of personal wellness (personal and mental fitness, diet, exercise, study habits, etc.) -Citizenship responsibilities and accountabilities -Chemical substances (pharmaceutical, non- 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Personal exercise program - Study habits -Emotional intelligences -Personality traits -Differentiate between chemical use, misuse, abuse and dependency 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Describe reasons for chemical use/misuse /abuse and addiction -Determine an appropriate resolution to conflict situations -Associate consequences for the aforementioned behavior(s)

pharmaceutical), tobacco and alcohol products -Service learning criteria	-Differentiate between community service and service learning -Community service and service learning are valuable to the community and to the student	-Participate in Service Learning Project (SLP) -Recognize chemical use/misuse dependency
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none">• Develop a plan for a nutritious diet• Develop a personal wellness program, based upon individual desires/goals/abilities• Distinguish citizenship responsibilities and privileges and accountability• Recommend alternate behavior(s) for individual with recognized dependency issues• Participate in the conduct of an SLP and take part in an After Action Review (AAR) and self-assessment		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Health Education: 5.12.1 Examine circumstances that can help or hinder healthy decision making. 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. Social Studies: 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue.	Sample Performance Task Aligned to the Academic Standard(s): - Plan a balanced weekly diet with appropriate portions and content. (5.12.1, 5.12.5) -Perform a skit identifying the roles of active citizens the impact of those citizens on their community(ies) and family(ies). (9-12.C.5.1) - Research and write a critique determining the impact and consequences of substance use / misuse/ abuse / dependency. (5.12.1, 5.12.5)	
INDICATOR #JROTC I 3: Students will develop teamwork and followership through drill.		

SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Know the importance of drill and ceremonies.		
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Know basic commands and characteristics of the command voice.		
SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Apply and execute the concepts and principles of basic drill positions and movements.		
SUB-INDICATOR 3.4 (Webb Level: 1 Recall): Know the purpose and definition of ceremonies and parades.		
Knowledge (Factual): - Drill and ceremony (D&C) - History of D&C - Command voice - Stationary commands - Marching commands - History of D&C	Understand (Conceptual): -Discipline and order instilled through D&C, followed by camaraderie, teamwork, leadership roles team building -Different types of commands - Stationary / marching movements	Do (Application): -Lead and participate correctly in advancing levels of D&C
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Command different sized elemental D&C, (regulatory and exhibitivie) 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	Sample Performance Task Aligned to the Academic Standard(s): -Lead and command increasing sized formations in stationary and marching arrangements based on an understanding of the history of drill and ceremony. (K-12.H.3, K-12.H.4)	

Additional Resources

- Applicable service regulations for D&C (i.e. Army TC 3-21.5)

- Service Junior ROTC (JROTC) Curriculum Manager or service equivalent
- [Army JROTC Information and Facts](#)
- [Air Force JROTC Information and Facts](#)
- [Marine Corps JROTC Information and Facts](#)
- [Navy JROTC Information and Facts](#)
- [Coast Guard JROTC Information and Facts](#)

JROTC programs are located at:

ARMY JROTC

Washington High School (Sioux Falls)
Rapid City Central High School (Rapid City)
Flandreau Indian School (Flandreau)
Lower Brule High School (Lower Brule)
Pine Ridge High School (Pine Ridge)

AIR FORCE JROTC

Douglas High School (Ellsworth AFB)

MARINE CORPS JROTC

Lincoln High School (Sioux Falls)

Senior ROTC programs are located at:

ARMY ROTC

South Dakota State University

with extension program at *Augustana University*

University of South Dakota

with extension program at *Mount Marty College*

South Dakota School of Mines and Technology

with extension programs at *Black Hills State University* and
Chadron State College

AIR FORCE ROTC

South Dakota State University